



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 12571761  
SAU: MSAD 63  
School: Holbrook School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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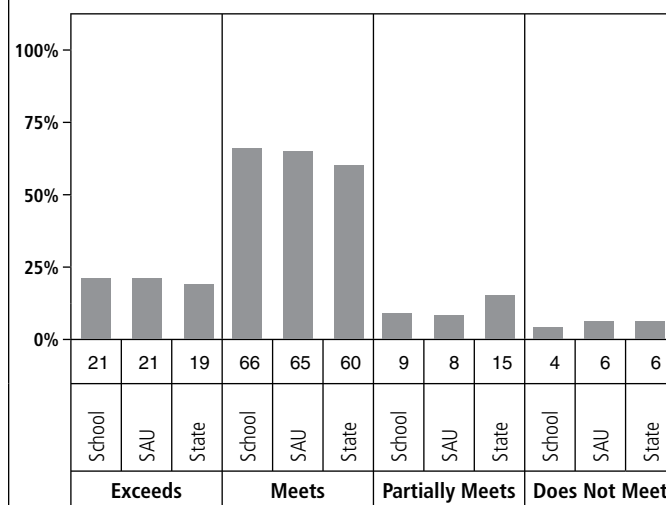
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

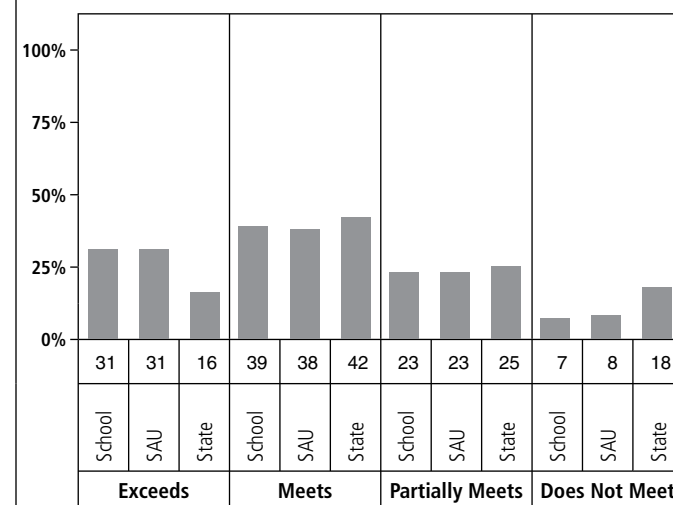
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	749	749	748
2007–2008	752	752	750
<b>2008–2009</b>	<b>753</b>	<b>753</b>	<b>751</b>
Cum. Avg.*	751	751	750
<b>Mathematics</b>			
2006–2007	748	748	742
2007–2008	747	747	743
<b>2008–2009</b>	<b>753</b>	<b>752</b>	<b>745</b>
Cum. Avg.*	749	749	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	72	100	73	100	14446	100	72	100	73	100	14316	99	72	100	73	100	14322	99						
<b>Ethnicity</b> African American/Black	4	6	4	5	432	3	4	100	4	100	416	97	4	100	4	100	421	98						
American Indian or Native Alaskan	1	1	1	1	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	1	1	1	1	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	66	92	67	92	13483	93	66	100	67	100	13380	99	66	100	67	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	16	22	17	23	2428	17	16	100	17	100	2391	99	16	100	17	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	21	29	22	30	5498	38	21	100	22	100	5431	99	21	100	22	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	55	76	55	75	11742	81	55	76	55	75	11754	81						
Identified disability (PET/IEP)	0	0	0	0	367	3	0	0	0	0	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
<b>Participation with accommodations</b>	15	21	16	22	2367	16	15	21	16	22	2366	16						
Identified disability (PET/IEP)	14	93	15	94	1819	77	14	93	15	94	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	7	1	6	358	15	1	7	1	6	346	15						
<b>Participation through alternate assessment (PAAP)</b>	2	3	2	3	205	1	2	3	2	3	202	1						
Identified disability (PET/IEP)	2	100	2	100	205	100	2	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	13	20	13	20	2630	18
	2007-2008	17	25	17	25	2604	18
	<b>2008-2009</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>21</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	45	22	45	22	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	33	50	33	50	7605	51
	2007-2008	35	51	35	51	8049	55
	<b>2008-2009</b>	<b>46</b>	<b>66</b>	<b>46</b>	<b>65</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	114	56	114	55	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	14	21	14	21	3000	20
	2007-2008	11	16	11	16	2672	18
	<b>2008-2009</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	31	15	31	15	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	6	9	6	9	1620	11
	2007-2008	6	9	6	9	1190	8
	<b>2008-2009</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>899</b>	<b>6</b>
	Cum. Total*	15	7	16	8	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	36.2	64.6	35.7	63.8	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.6	63.0	12.5	62.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.5	65.3	23.3	64.7	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	70	15	21	46	66	6	9	3	4	753	71	21	65	8	6	753	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	4										4						409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	64	14	22	42	66	6	9	2	3	753	65	22	65	9	5	753	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	8	57	3	21	3	21	739	15	0	53	20	27	737	2186	2	36	35	27	737
No	56	15	27	38	68	3	5	0	0	757	56	27	68	5	0	757	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	0										0						311	4	41	29	26	739
No	70	15	21	46	66	6	9	3	4	753	71	21	65	8	6	753	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	19	0	0	16	84	2	11	1	5	748	20	0	80	10	10	746	5300	8	58	22	11	746
No	51	15	29	30	59	4	8	2	4	755	51	29	59	8	4	755	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	70	15	21	46	66	6	9	3	4	753	71	21	65	8	6	753	14101	19	60	15	6	751
<b>Gender</b>																						
Female	30	8	27	19	63	3	10	0	0	757	31	26	61	10	3	755	6993	24	61	11	4	754
Male	40	7	18	27	68	3	8	3	8	751	40	18	68	8	8	751	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1025	10	53	27	11	745
No	70	15	21	46	66	6	9	3	4	753	71	21	65	8	6	753	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	6	4	67	2	33	0	0	0	0	766	6	67	33	0	0	766	676	66	33	1	0	766
No	64	11	17	44	69	6	9	3	5	752	65	17	68	9	6	751	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	2	67	0	0	1	33	747	6	0	50	0	50	736	7	8	48	25	19	743
B. less than one hour	60	9	21	30	71	2	5	1	2	754	59	21	71	5	2	754	52	17	62	15	6	751
C. one to two hours	36	6	24	14	56	4	16	1	4	754	35	24	56	16	4	754	37	23	61	12	4	753
D. more than two hours	0										0						4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	40	10	36	15	54	3	11	0	0	759	39	36	54	11	0	759	30	33	56	7	4	756
B. good	34	4	17	17	71	1	4	2	8	751	35	16	68	4	12	749	49	16	64	14	5	751
C. fair	23	1	6	13	81	1	6	1	6	749	23	6	81	6	6	749	19	5	59	26	10	745
D. poor	3	0	0	1	50	1	50	0	0	744	3	0	50	50	0	744	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	36	7	28	16	64	2	8	0	0	755	37	27	62	8	4	753	33	24	62	10	3	754
B. They match some of what I have learned.	49	5	15	24	71	3	9	2	6	752	49	15	71	9	6	752	52	18	62	15	5	751
C. They match just a little of what I have learned.	12	3	38	4	50	0	0	1	13	758	11	38	50	0	13	758	11	11	54	23	13	746
D. There is no match.	3	0	0	1	50	1	50	0	0	740	3	0	50	50	0	740	3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	30	6	29	13	62	2	10	0	0	754	30	29	62	10	0	754	17	16	55	18	12	748
B. about the same as my regular schoolwork	59	8	20	26	63	4	10	3	7	753	59	19	62	10	10	752	65	19	62	14	5	752
C. easier than my regular schoolwork	11	1	13	7	88	0	0	0	0	755	11	13	88	0	0	755	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	3	75	1	25	0	0	748	6	0	75	25	0	748	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	44	5	16	20	65	4	13	2	6	750	44	16	65	13	6	750	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	50	10	29	23	66	1	3	1	3	757	51	28	64	3	6	755	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	60	11	26	28	67	2	5	1	2	756	59	26	67	5	2	756	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	39	4	15	17	63	4	15	2	7	749	39	14	61	14	11	748	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	760	1	0	100	0	0	760	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	41	10	34	16	55	2	7	1	3	757	41	34	55	7	3	757	21	27	57	11	5	755
B. 20 minutes to an hour	44	4	13	23	74	3	10	1	3	751	44	13	74	10	3	751	45	22	62	12	4	753
C. less than 20 minutes	9	1	17	4	67	0	0	1	17	752	8	17	67	0	17	752	13	13	61	17	8	749
D. I rarely read at home.	6	0	0	3	75	1	25	0	0	745	7	0	60	20	20	736	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	1	100	0	0	0	0	0	0	768	100	100	0	0	0	768						
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	17	26	17	26	2142	14
	2007-2008	18	26	18	26	2028	14
	<b>2008-2009</b>	<b>22</b>	<b>31</b>	<b>22</b>	<b>31</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	57	28	57	28	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	21	32	21	32	5642	38
	2007-2008	21	30	21	30	5703	39
	<b>2008-2009</b>	<b>27</b>	<b>39</b>	<b>27</b>	<b>38</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	69	34	69	33	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	19	29	19	29	4077	27
	2007-2008	16	23	16	23	3733	26
	<b>2008-2009</b>	<b>16</b>	<b>23</b>	<b>16</b>	<b>23</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	51	25	51	25	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	9	14	9	14	3001	20
	2007-2008	14	20	14	20	3054	21
	<b>2008-2009</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	28	14	29	14	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	35.1	62.7	34.8	62.1	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	8.5	60.7	8.4	60.0	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	10.6	66.3	10.5	65.6	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	7.8	65.0	7.8	65.0	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	8.2	58.6	8.1	57.9	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: MSAD 63  
 School: Holbrook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	70	22	31	27	39	16	23	5	7	753	71	31	38	23	8	752	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	4										4						416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	64	21	33	25	39	13	20	5	8	753	65	32	38	20	9	752	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	1	7	2	14	9	64	2	14	739	15	7	13	60	20	737	2189	2	17	27	53	728
No	56	21	38	25	45	7	13	3	5	756	56	38	45	13	5	756	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	0										0						323	4	20	28	48	729
No	70	22	31	27	39	16	23	5	7	753	71	31	38	23	8	752	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	19	3	16	9	47	4	21	3	16	746	20	15	45	20	20	744	5308	7	35	30	28	738
No	51	19	37	18	35	12	24	2	4	755	51	37	35	24	4	755	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	70	22	31	27	39	16	23	5	7	753	71	31	38	23	8	752	14112	16	42	25	18	745
<b>Gender</b>																						
Female	30	11	37	11	37	6	20	2	7	755	31	35	35	19	10	754	6992	16	43	25	16	745
Male	40	11	28	16	40	10	25	3	8	751	40	28	40	25	8	751	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1024	7	26	36	31	736
No	70	22	31	27	39	16	23	5	7	753	71	31	38	23	8	752	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	6	4	67	2	33	0	0	0	0	770	6	67	33	0	0	770	676	68	29	2	0	767
No	64	18	28	25	39	16	25	5	8	751	65	28	38	25	9	751	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 63  
School: Holbrook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	2	67	0	0	0	0	1	33	755	6	50	0	0	50	744	7	6	30	28	36	735
B. less than one hour	60	13	31	19	45	7	17	3	7	754	59	31	45	17	7	754	52	16	42	25	17	745
C. one to two hours	36	7	28	8	32	9	36	1	4	751	35	28	32	36	4	751	37	18	44	24	14	747
D. more than two hours	0										0						4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	11	55	7	35	2	10	0	0	763	30	52	33	10	5	761	26	35	43	12	9	754
B. good	53	9	24	15	41	8	22	5	14	749	52	24	41	22	14	749	46	13	48	25	15	745
C. fair	13	1	11	4	44	4	44	0	0	750	13	11	44	44	0	750	23	3	32	37	27	737
D. poor	6	1	25	1	25	2	50	0	0	747	6	25	25	50	0	747	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	46	16	50	11	34	3	9	2	6	760	45	50	34	9	6	760	26	23	43	20	13	749
B. They match some of what I have learned.	36	5	20	10	40	8	32	2	8	748	37	19	38	31	12	746	53	15	45	26	15	746
C. They match just a little of what I have learned.	14	0	0	5	50	4	40	1	10	745	14	0	50	40	10	745	17	9	35	32	24	740
D. There is no match.	4	1	33	1	33	1	33	0	0	750	4	33	33	33	0	750	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	33	3	13	11	48	8	35	1	4	749	33	13	48	35	4	749	37	8	40	29	23	740
B. about the same as my regular schoolwork	52	13	36	14	39	6	17	3	8	754	53	35	38	16	11	753	51	16	44	25	15	746
C. easier than my regular schoolwork	14	6	60	2	20	1	10	1	10	761	14	60	20	10	10	761	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	57	14	35	16	40	9	23	1	3	755	56	35	40	23	3	755	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	43	8	27	11	37	7	23	4	13	750	42	27	37	23	13	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	0	0	0	100	712	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	2	25	5	63	0	0	1	13	754	11	25	63	0	13	754	8	8	30	29	33	737
B. 30–45 minutes	64	14	31	13	29	14	31	4	9	751	65	30	28	30	11	750	38	13	40	27	20	743
C. 45–60 minutes	24	6	35	9	53	2	12	0	0	758	24	35	53	12	0	758	42	20	45	23	12	748
D. more than 60 minutes	0										0						12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	3	100	0	0	735	6	0	0	75	25	729	15	19	38	25	19	745
B. two or three days a week	13	2	22	4	44	2	22	1	11	751	13	22	44	22	11	751	31	18	42	24	16	746
C. two or three times a month	44	8	26	14	45	5	16	4	13	750	44	26	45	16	13	750	26	17	43	24	17	746
D. never or almost never	39	12	44	9	33	6	22	0	0	759	38	44	33	22	0	759	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	7	2	40	0	0	2	40	1	20	744	7	40	0	40	20	744	10	12	39	24	24	741
B. two or three days a week	29	7	35	5	25	7	35	1	5	751	28	35	25	35	5	751	22	13	43	26	18	744
C. two or three times each month	41	8	28	14	48	5	17	2	7	754	41	28	48	17	7	754	33	18	44	25	13	747
D. never or almost never	23	5	31	8	50	2	13	1	6	757	24	29	47	12	12	754	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	1	100	0	0	0	0	0	0	772	0	100	0	0	0	772						
D.	0										0											

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